Pearson BTEC

First teaching from September 2022

Pearson BTEC
Tech Award Level 1/2 in

Travel and Tourism

L1/2

Specification

Qualification No: 603/7048/8 *First teaching from September 2022*

Issue 4

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Pearson BTEC Tech Awards – introduction

About the BTEC Tech Award suite

Tech Awards have been developed by Pearson to give learners at Key Stage 4 in England, Northern Ireland and Wales the opportunity to study one or more vocational areas as part of their curriculum. We have developed the qualifications in consultation with secondary school and further education representatives, and subject specialists to ensure that they engage and prepare learners for either academic or vocational progression post-16.

As part of a Key Stage 4 programme, learners will be studying a broad range of GCSEs, including English, mathematics and science. The BTEC Tech Award suite has been designed to allow learners to draw on the knowledge and skills acquired from these subjects where relevant. When studying for a 'BTEC', learners can use the knowledge and skills from GCSEs, giving them the opportunity to apply their academic knowledge to everyday and work contexts.

The BTEC Tech Award suite is an introduction to vocational learning. The qualifications give learners the opportunity to build applied knowledge and skills that show an aptitude for further learning, both in the sector and more widely. The approach to the suite is based on well-established BTEC assessment approaches that are proven to be successful in building applied knowledge and skills and motivating learners to engage fully with challenging study. There are many progression options as the skills acquired are applicable to a range of post-16 study options.

The BTEC Tech Award suite differs from other BTECs designed to be taken post-16 as the qualifications offer a basis for further study, rather than meeting all the vocational requirements that learners need to progress directly to a job role in a defined occupational area. The focus is on building applied knowledge and skills to show aptitude and improving understanding of progression options so that learners who achieve one or more of the qualifications are equipped to go on to become work ready for an occupation post-16.

About recognition as Department for Education technical awards

The BTEC Tech Award suite has been designed to meet the Department for Education (DfE) requirements for qualifications to be offered as technical awards for 14–16-year-olds.

The DfE has set out characteristics for technical awards through which vocational qualifications can be recognised as part of performance measures in the open category of Progress 8. To be recognised as technical awards, it is expected that qualifications will focus on developing sector-specific applied knowledge and skills through realistic vocational contexts. It is also expected that the qualifications form part of a Key Stage 4 learning programme that enables both academic and vocational progression.

About the travel and tourism sector

The travel and tourism sector is the UK's third largest employer, accounting for 9.5 per cent of total employment. Tourism is one of the fastest growing sectors in the UK in employment terms, employing nearly 3 million people, and the value of tourism to the UK economy is approximately £121 billion (7.1 per cent) of UK gross domestic product (GDP). In 2016, travel and tourism contributed 10.2 per cent of the world GDP, and the sector now supports 292 million people in employment – that's one in ten jobs worldwide.

Summary of Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism Specification Issue 4 changes

Summary of changes made between the previous issue and this current issue	Page number
About the travel and tourism sector – 'gross domestic product' is given in full.	Previous page
Section 3: third paragraph, 'internal verifiers' has been changed to 'Programme Leads' and responsibility for the programme has been separated between delivery and quality assurance.	Page 7
We have amended the release dates for the Pearson-set assignments.	Page 16, 28
Component 3: Influences on Global Travel and Tourism. B1 Possible impacts of tourism – second bullet, second sub-bullet (positive impacts) 'gross domestic product' is given in full.	Page 40
Section 5: *Internal Standardisation*, guidance on retention of evidence of internal standardisation activities has been clarified. *Moderation*, guidance on the purpose of moderation has been clarified and the requirement for evidence of internal standardisation has been removed.	Pages 51, 52

Summary of Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism Specification Issue 3 changes

Summary of changes made between Issue 2 and Issue 3	Page number
In *Component 3: Influences on Global Travel and Tourism* the table under *Key terms typically used in assessment* section has been amended to remove Key words/Command verbs that will not be used in assessments and the definitions have been corrected to be in line with the Sample Assessment Materials.	Page 46
In Section 5 *Non-exam internal assessment* under *Marking Pearson-set Assignments* a new sentence was added regarding the Assessment Record Sheet. Under *Internal standardisation* a new sentence was added stating that Pearson will supply standardisation materials.	Pages 49, 51
In Section 10 *Resources and support* under *Training and support from Pearson* a new bullet point was added to state that Pearson Quality Advisors can support with all quality assurance related aspects of the programme.	Page 67

Summary of Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism Specification Issue 2 changes

Summary of changes made between Issue 1 and Issue 2	Page number
The wording in *Component 2: Customer Needs in Travel and Tourism Assignments* section has been amended to five tasks to reflect that Task 3 is divided into Task 3a and Task 3b.	Page 28

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1 Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism – purpose

Who is the qualification for?

The Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism (603/7048/8) is for learners who want to acquire sector-specific applied knowledge through vocational contexts by studying the aims, products and services of different travel and tourism organisations, their use of consumer technologies, the features of tourist destinations, how organisations meet customer needs and preferences, and the influences on global travel and tourism as part of their Key Stage 4 learning. The qualification enables learners to develop their transferable skills, such as researching, planning, and making decisions and judgements. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

What does the qualification cover?

The Tech Award gives learners the opportunity to develop applied knowledge and understanding in a range of areas. Learners taking this qualification will study three components, covering the following content areas:

- the aims of travel and tourism organisations, how different organisations work together and types of travel and tourism, the features that make destinations appealing to visitors and different travel routes
- how organisations use market research to identify travel and tourism trends, and customer needs and preferences, and selection of products and services and planning a holiday to meet customer needs and preferences
- factors that may influence global travel and tourism, and how travel and tourism organisations and destinations respond to these factors, and the potential impacts of tourism on global destinations and how destinations can manage the impacts of tourism and control tourism development to achieve sustainable tourism.

This Tech Award complements the learning in GCSE programmes such as GCSE Geography and GCSE Business by broadening learners' experience and skills participation in different contexts, with the opportunity for them to practically apply ~their knowledge and skills through areas such as investigating different travel and tourism organisations, how they identify trends and customer needs to provide products and services, the factors influencing tourism, and the impact of tourism on destinations.

What can the qualification lead to?

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification.

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC National in Travel and Tourism, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the tourism sector.

Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:

- study at Level 2 post-16 in a range of technical routes designed to lead to work, employment, apprenticeships or further study at Level 3. Learners who perform well in this qualification compared to their overall performance, should strongly consider this progression route as it can lead to employment in the travel and tourism sector.

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2 Structure

Total Qualification Time

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities such as lessons, tutorials, online instruction, supervised study and giving feedback on performance that directly involve teachers and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by teachers or assessors will include private study, monitored preparation time (time provided to allow learners to produce preparatory materials for use during formally supervised sessions), preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading and revision. Preparation must take place within a classroom environment and must be monitored to ensure independent working and authenticity of any permitted materials produced. All learner notes must be checked prior to the formal supervision.

The Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism has:

- Total Qualification Time: 157 hours
- Guided Learning Hours: 120 hours.

Centres should take note of these hours in planning their programme but should also use their professional judgement to determine the provision of guided learning and study time across the components.

Components

Learners are required to complete and achieve all three components in the qualification.

Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism				
Component number	**Component title**	**GLH**	**Level**	**How assessed**
1	Travel and Tourism Organisations and Destinations	**36**	**1/2**	Internal
2	Customer Needs in Travel and Tourism	**36**	**1/2**	Internal
3	Influences on Global Travel and Tourism	**48**	**1/2**	External Synoptic

The three components focus on the assessment of applied knowledge and practices. These are all essential to developing a basis for progression and therefore learners need to achieve all components in order to achieve the qualification.

The components are interrelated and they are best seen as part of an integrated whole rather than as totally distinct study areas. Learners will normally take this qualification over a two-year period or longer. This means that they must be given the opportunity to build their confidence in understanding the sector, vocational contexts and vocational attributes over a long period during the course of study before they are assessed. As the interrelated components are not linked to occupational roles, certification is not available at component level.

Assessment

The three components in the qualification give learners the opportunity to develop broad knowledge and understanding of the travel and tourism sector, and relevant transferable skills such as research and communication skills at Levels 1 and 2.

Internal assessment – externally moderated

Components 1 and 2 are assessed through non-exam internal assessment. The non-exam internal assessment for these components has been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. The components focus on:

- the development and application of core knowledge and understanding of travel and tourism organisations, tourist destinations, and the needs of different travel and tourism customers
- the development and application of skills such as researching types of tourist destination and holidays
- reflective practice through carrying out research on travel and tourism products and services to make recommendations to meet customer needs.

Non-exam internal assessment is delivered through Pearson-set Assignments. These assignments are set by Pearson, marked by the centre and moderated by Pearson.

For each component new assignments are released twice a year through the secure area of our website. Each Pearson-set Assignment will be clearly marked with the assessment series and academic year of release; centres must ensure that they are using the current series' assignment to assess their learners. Centres must use these assignments for summative assessments and the assignments must be completed under supervised conditions.

Centres will mark the completed assignments using the descriptors in the marking grid given in each component. Prior to submitting marks for moderation, where a learner has not achieved their expected level of performance for an assignment, the centre may authorise one opportunity for learners to improve evidence and resubmit for internal assessment within 15 working days.

Following submission of marks for moderation, there is no further opportunity to resubmit improved evidence based on the same completed assignment. Learners may be offered a single retake opportunity in a later assessment series using the new Pearson-set Assignment released for that assessment series. Retakes must be completed prior to or in the same series as the externally assessed component to meet terminal assessment requirements. For further information on the design of the assignments, retakes and the approach to marking, see *Section 5: Non-exam internal assessment*.

Component	Description of Pearson-set Assignment	Window for assessment
Component 1: Travel and Tourism Organisations and Destinations	Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 4 hours of monitored preparation and 6 hours of supervised assessment. 60 marks.	**December/January and May/June from 2023 onwards**
Component 2: Customer Needs in Travel and Tourism	Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 5 hours of monitored preparation and 6 hours of supervised assessment. 60 marks.	**December/January and May/June from 2023 onwards**

External synoptic assessment

There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and applied to realistic contexts.

Component 3: Influences on Global Travel and Tourism requires learners to apply their knowledge and understanding of the factors influencing tourism, the impact of tourism on destinations, and destination management to travel and tourism contexts.

The design of this external assessment ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period.

The external assessment is based on a written assessment that requires learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way.

The external assessment takes the form of an external assessment taken under supervised conditions, which is then marked and a grade awarded by Pearson. Learners are permitted to resit the external assessment during their programme by taking a new assessment. However, as this is the terminal assessment for the qualification, learners can only use the external assessment results achieved in the same assessment series in which they are requesting certification for the qualification. Centres should ensure that certification is not requested for any learners who intend to resit the external assessment until the resit is completed as it is the first assessment used for certification that will inform performance table points. The external assessment comprises 40 per cent of the total GLH of the qualification and is weighted accordingly in the calculation of the overall qualification grade.

This component should be delivered and assessed at the end of the course of study.

Component	Description of external assessment	Assessment
Component 3: Influences on Global Travel and Tourism	External assessment set and marked by Pearson, completed under supervised conditions. The assessment will be completed in 2 hours within the period timetabled by Pearson. 60 marks.	**January/ February and May/June from 2024 onwards**

Language of assessment

Assessment of the internal and external components for these qualifications will be available in English. All learner work must be in English. A learner taking the qualifications may be assessed in British Sign Language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 9: Administrative arrangements.*

Grading of the qualification

This qualification has a grading scale that fully encompasses achievement at Levels 1 and 2 of the Regulated Qualifications Framework. This enables learners of all abilities to receive appropriate recognition of their achievement and will motivate them to improve and progress during their period of learning and formative assessment. This grading scale also gives clearer information for progression providers on the capability of learners to succeed in post-16 study programmes.

Non-exam internally-assessed components are assessed using a mark-based scale. Centres report marks which will be submitted for moderation. The externally-assessed component is marked externally by Pearson.

All components are awarded on a six-point grade scale from Level 1 Pass to Level 2 Distinction. Learners will receive a Uniform Mark for each component.

The qualification is graded over seven grades from Level 1 Pass to Level 2 Distinction*. The overall grade is a direct aggregation of performance across individual components, with each component weighted according to GLH. Please see *Section 8: Final grading and awarding* for more information on the approach we are using to grade qualifications.

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3 Components

Understanding your components

The components in this specification set out details of the applied knowledge and skills a learner must acquire and the assessment requirements that will support you in preparing your learners.

The components help you to undertake assessment and quality assurance effectively.

The tables here explain the key terms used for the internal and external components. It is important that all teachers, assessors, Programme Leads and other staff responsible for the delivery and quality assurance of the programme read and digest this section.

Internal assessment – externally moderated

Section	Explanation
Component in brief	This is a brief description of the content of the component. It can be used in summary documents, brochures, etc.
Component introduction	This is designed with learners in mind. It indicates why the component is important and how learning is structured. It might be applied when progressing to further study.
Learning outcomes	These define the scope of the knowledge and skills that a learner will acquire in the component.
Teaching content	This states the knowledge and skills that must be taught. All content is mandatory. Centres should ensure that delivery of content is kept up to date. Some of the components within the specification may contain references to legislation, policies, regulations and organisations, which may not be applicable in the country you deliver this qualification in (if teaching outside of England), or which may have gone out-of-date during the lifespan of the specification. In these instances, it is possible to substitute such references with ones that are current and applicable in the country you deliver.
Suggestions for delivery	This gives you guidance on how you may choose to approach delivery of the components in the qualification.
Component assignment	This gives a description of the assignment for the component and how it should be delivered.

Section	Explanation
Component marking grid	The marking grid details the descriptors across the four mark bands that teachers/assessors will use to determine the marks to be awarded to learners' assignment evidence.
Resource requirements	This section lists any specific resources that you need to be able to teach and assess. For information on support resources see *Section 10: Resources and support*.

Externally-assessed components

Section	Explanation
Component in brief	This is a brief description of the content of the component. It can be used in summary documents, brochures, etc.
Component introduction	This is designed with learners in mind. It indicates why the component is important and how learning is structured. It might be applied when progressing to further study.
Summary of assessment	This sets out the type of external assessment used and the way it is used to assess achievement.
Assessment objectives	These show the hierarchy of knowledge, understanding, skills and behaviours assessed.
Essential content	This gives the content that must be taught for the external assessment. Content will be sampled through the external assessment over time.

Component 1: Travel and Tourism Organisations and Destinations

Levels: 1/2
Assessment type: Internal, externally moderated
Guided learning hours: 36

Component in brief

Learners will investigate travel and tourism organisations in the UK, their ownership, aims, key products and services, and how they work together. They will explore the role of different consumer technologies within the travel and tourism industry. Learners will understand the different types of tourism and different types of visitor, and will investigate the features of and routes to popular tourist destinations.

Introduction

In this component, you will learn about the different travel and tourism organisations and the products and services they offer. You will also consider their ownership and aims, such as increasing bookings, providing services, promoting a cause or contributing to the community, and you will explore the ways and reasons why travel and tourism organisations may work together.

The travel and tourism industry is very competitive, and organisations need to constantly adapt and update the products and services offered. Many organisations have taken advantage of consumer technologies to keep ahead. You will explore the different ways organisations use consumer technology and investigate recent innovations that some organisations have already introduced such as VR (virtual reality) and AI (artificial intelligence).

In this component you will explore visitor destinations within the UK and beyond. You will learn about the features of popular visitor destinations and how they support different types of tourism and tourist activities. The component provides the opportunity for you to learn about different types of visitor and to research popular visitor destinations and the ways people may travel there. You will consider the suitability of a given destination and travel options for a specified type of visitor.

You will develop transferable skills, such as research skills, which will support your progression to Level 2 or Level 3 vocational or academic qualifications.

Learning outcomes

A Demonstrate an understanding of the UK travel and tourism industry

B Explore popular visitor destinations.

Teaching content

Learning outcome A: Demonstrate an understanding of the UK travel and tourism industry

A1 The major components of the UK travel and tourism industry

The UK travel and tourism industry is complex and made up of major components and numerous organisations ranging in size and scale of operation. Organisations in the travel and tourism industry often work together to supply customers with holidays and other travel products. Learners will understand the major components of the UK travel and tourism industry and their roles. Learners will consider the products and services offered by different organisations within these components.

- Accommodation providers:
  - types: catered – accommodation offering meal options; self-catered – accommodation offering cooking facilities; room only – accommodation offering no meal options or cooking facilities
  - key products and services: range of property types; bedroom/living accommodation; reception; food, drink and entertainment; leisure and business; conference and events; safety and security; customer service; products and services to improve sustainability, meet changing trends, meet specific needs and enhance the visitor experience.
- Transport operators:
  - types: road, rail, sea, air
  - key products and services: different modes of transport; en-route accommodation (seat, carriage, bed, cabin); passenger information and travel advice; carriage of luggage; travel class, upgrades and pre-bookable extras; food, beverage, entertainment and retail; customer service; safety and security; products and services specific to selected modes of transport; products and services to improve sustainability, meet changing trends, specific needs and to enhance the passenger experience.
- Visitor attractions:
  - types: natural, purpose-built, heritage
  - key products and services: primary products and services to provide entertainment, interest or education; secondary products and services to improve sustainability, support preservation and conservation, deliver customer service, increase visitor spend, ensure safety/security and enhance the visitor experience.
- Tour operators:
  - types: domestic, inbound, outbound; specialist, mass market
  - key products and services: the production of package holidays/tours as defined by the most current travel regulations; services targeted at meeting specific needs, delivering customer service, improving safety and security, improving sustainability, increasing visitor spend and enhancing the visitor experience.
- Travel agents:
  - types: business; retail; home worker; independent, multiple; online travel agencies (OTAs)
  - key products and services: the sale of leisure and business travel products and services including transportation, accommodation, different types of holiday, ancillary services including car hire, excursions, insurance, foreign exchange, airport parking, attraction and events tickets; customer service.

- Tourism promotion:
  - types: visitor information centre, regional tourism agency, national tourist board
  - key products and services: information advice and education, marketing, promotion, brochures, leaflets, guide books, maps, timetables, exhibitions, events, training, certification, merchandise, customer service.
- Ancillary services:
  - types: specialist ancillary providers, ancillary provision as an additional service
  - key products and services: sale of attraction and event tickets, travel insurance, car hire, airport hotels/parking/lounge access, passport and visa services, foreign exchange; customer service.

A2 The ownership and aims of travel and tourism organisations and how they work together

Learners will understand that travel and tourism organisations have a number of aims to ensure they remain competitive and stay in business. Organisations may have some similar aims whilst others will relate specifically to their own business operations and customers. Learners will investigate the relationships between the products and services offered and organisations' aims.

Ownership of travel and tourism organisations

Organisations can be categorised by their ownership and whether they belong to the public, private or voluntary sector. In general, the travel and tourism industry is dominated by private sector organisations.

- Private – main aim is to make a profit:
  - features – owned or controlled by private individuals or shareholders
  - roles – maximise sales revenue, increase market share, provide and sell travel/tourism products and services
  - types of travel and tourism organisations may include hotels, airlines, theme parks, travel agencies, tour operators.
- Public – main aim is to provide public services to benefit local communities:
  - features – funded and sometimes owned by central, regional or local government
  - roles – to provide a service, information, education, promotion, to monitor/control, to support
  - types of travel and tourism organisations may include visitor information centres, tourist boards, museums, transport providers.
- Voluntary – main aim is to create social impact rather than make profit:
  - features – independent organisations, owned and run by trustees, funded by grants, memberships, donations, legacies, sales of products and services, entry fees, fundraising
  - roles – promote, protect, preserve a specific cause, educate and inform, provide a service, support members, provide advice, raise awareness
  - types of travel and tourism organisations may include museums, information centres, natural or heritage attractions, youth hostels.

Common aims of UK travel and tourism organisations

In addition to the main aims particular to each category of organisation, there are common financial and strategic aims shared by many organisations operating within the travel and tourism industry.

- Common financial aims may include: selling of goods and services to make a profit; increasing sales and maximising sales revenue; increasing market share; reducing losses; controlling costs; breaking even; managing assets.
- Common strategic aims may include: corporate social responsibility; sustainability; to contribute to the local community; expanding; diversifying; competing; providing high-quality services and products; providing value for money; generating customer loyalty; raising brand awareness; developing new consumer technologies.

Travel and tourism organisations working together

There are different ways in which travel and tourism organisations can work together and a number of reasons for choosing to do so. A collaboration between travel and tourism organisations may be due to an interrelationship or an interdependency.

- Interrelationships – where there is a close relationship or partnership between two or more travel and tourism organisations for their mutual benefit.
- Interdependencies – where travel and tourism organisations rely on one another in order to carry out their own roles.
- Ways of working together include: joint marketing, advertising and promotional activities; providing products and services for other organisations; joint employee incentives/competitions; consultation and expert advice; sharing resources; bulk buying; operating a centralised customer service department.
- Examples of travel and tourism organisations working together include: hotels offering reduced admission to visitor attractions; tour operators working with hotels and airlines to assemble holiday packages; tour operators working with tourist boards to promote destinations.
- Reasons for working together include: efficient business operations; increased sales and income; cutting costs; access to customer databases may lead to a wider customer base/new markets; competitive advantage; increased publicity; improved image; explore new markets; develop/improve products/services; employee retention/progression; share ideas/innovations/risk.

A3 The role of consumer technology in travel and tourism

Learners will understand that technology designed to be used by customers is known as consumer technology. Learners will explore the different types of consumer technology, including the latest innovations offered by travel and tourism organisations, and investigate the ways these technologies are used. Consideration of the varied reasons organisations offer consumer technology and their different applications related to each component will be required. Learners will explore the advantages and disadvantages of consumer technologies.

- Types of consumer technology used by organisations in the travel and tourism industry include: websites; applications (apps); voice recognition; advanced booking systems; wearable devices; GPS technology; touch screen; intelligent keys; webcams; animatronics; p2p (peer to peer); IoT (Internet of Things); VR (virtual reality); AR (augmented reality); AI (artificial intelligence).
- Reasons travel and tourism organisations offer consumer technology include: reach a wider audience; attract a new target market; procedure efficiency; improve customer satisfaction; offer new experiences; market research; remain competitive; cost and time saving.
- Advantages and disadvantages for customers and organisations of consumer technology:
  - advantages include: convenience; accessibility; data security; enables new experiences; flexibility; cost saving; meet customer expectations; time saving
  - disadvantages include: alienate key markets; unreliable devices; system failure; loss of personal interaction; slow internet speeds; expensive to set up and maintain; risk of hackers.

Learning outcome B: Explore popular visitor destinations

B1 Visitor destinations

Learners will understand that there are different types of destinations in the UK and across the world. They will learn about the different features that can be found in visitor destinations and the extent to which specific features may contribute to a destination's popularity with visitors.

- Types of visitor destination:
  - cities
  - cultural or historical towns
  - coastal resorts
  - countryside areas.
- Features of destinations:
  - natural attractions – features created by nature that attract visitors
  - purpose-built attractions – attractions built with the specific purpose of attracting visitors
  - heritage attractions – attractions that are appealing due to their historical past
  - facilities – buildings, equipment and services that can be used to improve the visitor experience at a destination, including: accommodation; sports facilities; shopping; hospitality venues; transport in and around the destination; arts and entertainment venues; business facilities; festivals/events
  - climate – impact on peak/off peak seasons, holiday types and tourist activities available.

B2 Different types of travel and tourism activities

Learners will understand the meaning of tourism and the different ways tourism can be categorised. They will also learn about the nature and meaning of different types of tourism and associated activities.

- Tourism involves the movement of people to countries or places outside their usual place of residence for personal or business/professional purposes. These people are called visitors (which may be either tourists or excursionists; residents or non-residents) and tourism has to do with their activities. (Source: UNWTO)

There are three types of tourism, reflecting where people are moving to and from:

- domestic tourism refers to activities of a visitor within their country of residence and outside of their home
- inbound tourism refers to the activities of a visitor from overseas coming into the country
- outbound tourism refers to the activities of a visitor outside of their country of residence. (Source: adapted from VisitBritain)

There are specific reasons for travel and a wide range of activities that visitors may engage in at a destination.

- Leisure tourism – travelling for pleasure, enjoyment, relaxation, celebration; holiday; visiting friends and relatives (VFR); special interest tourism including education, culture, death/tragedy (dark tourism), religion/faith, nature, conservation (ecotourism), sport, adventure, health and wellbeing.
- Business tourism – travelling for a job or work away from the usual place of work; includes attending meetings, conferences, exhibitions, events, training, team-building activities.

B3 Popularity of destinations with different visitor types

Learners will understand the meaning of visitor and the general characteristics of the main types of visitor. They will learn that within each visitor type there are different compositions and age ranges to consider. They will evaluate the suitability of popular tourist destinations for different types of visitor.

- Visitor is someone travelling to a destination outside their usual environment, for less than a year for any main reason, including holidays, leisure, business, health and education.
- Visitor types include:
  - families – including multigenerational
  - couples
  - individuals
  - business – groups, individual
  - groups – special interest, friend/family, clubs, sports, educational.

B4 Travel options to access tourist destinations

Learners will understand the meaning of travel and the different types. They will use their knowledge of transport operators and explore the choices of travel available to access tourist destinations. They will investigate the products and services offered to passengers by different transport operators on specific routes. They will learn about the termini, hubs and gateways for travel within, to and from the UK. They will be able ~to evaluate different travel options, transport operators and/or routes for a specific journey and match for suitability to a given visitor type.

- Travel is the movement of people between geographical locations. Travel can be done by foot, bicycle, car, motorcycle, train, boat, bus, coach, airplane, ship or other means, with or without luggage, and can be a one-way, single or return trip.

Modes of transport, hubs and routes

There is a range of options for travel to visitor destinations using different modes of transport. These options may depend on the geographical location and accessibility of a destination. For some journeys different routes may be available and/or there may be a choice of transport operator.

- Modes of transport:
  - air: short haul, long haul, scheduled, budget, charter/private charter
  - rail: including regional, national, Channel Tunnel options, heritage, overnight services
  - sea: including ferries, boats, ships
  - land: including bus, coach, car, taxi.
- Transport hubs and gateways:
  - airports
  - bus/coach stations
  - ferry/cruise terminals
  - railway stations.
- Suitability of travel routes, relating to:
  - departure and arrival points
  - dates and times of travel
  - length of journey
  - cost
  - mode/s of transport
  - operator/s
  - services and facilities including: transport class, en-route accommodation; food and drink; retail; carriage of luggage; entertainment; technology; services and facilities for passengers with specific needs
  - location and duration of changes/transfers/stopovers.

Suggestions for delivery

Successful delivery of this component will allow learners to develop their knowledge and understanding of the types of travel and tourism organisations and their aims, types of travel and tourism, and the types of visitor destination, their features and travel options.

You may choose to deliver this component alongside Component 2.

Assignments

Pearson sets the assignments for the assessment of this component.

The assignment for this component consists of five tasks.

- In response to Task 1a, learners will select a travel and tourism organisation from a given sector component and conduct research on its ownership, aims and products and services.
- In response to Task 1b, based on the research into the organisation in 1a, learners will consider different organisations from different sector components that the travel and tourism organisation could work with, and why.
- In response to Task 2, learners will use research skills to consider the types of consumer technologies used by organisations in the travel and tourism sector, the reasons why they are offered, and the advantages and disadvantages to customers.
- In response to Task 3a, learners will refer to a given visitor profile, and explore how and why the features of a given destination are suitable.
- In response to Task 3b, learners will use the three different travel routes provided and identify advantages and disadvantages for the visitor type in the visitor profile provided before recommending which would be the most suitable.

The assignment will take approximately 4 hours of monitored preparation and 6 supervised hours to complete.

The assignments will be marked by centres and moderated by Pearson. Assignments for this component will be made available in September and then January of each academic year through the secure area of the website. Learners must use the Pearson-set Assignment to provide the required evidence to achieve this component.

A sample assignment is provided on the website.

Assessing the assignment

You will make assessment decisions for each assignment using the marking grid given below. Before making assessment decisions, you should refer to the guidance on using the marking grid provided in *Section 5: Non-exam internal assessment*. A glossary of terms used in the marking grids is provided in *Appendix 1*.

For further information on using and assessing through assignments, see *Section 5: Non-exam internal assessment*.

Marking grid

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1a: Different types of organisations in the travel and tourism sector – ownership, aims, products and services **Learning outcome A: Demonstrate an understanding of the UK travel and tourism industry**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of the ownership, aims, products and services of the selected travel and tourism organisation. Evidenced through: • a **superficial** account of the ownership of the selected travel and tourism organisation • a **superficial** account of the aims of the selected travel and tourism organisation • a **superficial** account of the key products and services for the selected travel and tourism organisation.	**Adequate** application of knowledge and understanding of the ownership, aims, products and services of the selected travel and tourism organisation. Evidenced through: • a **partially detailed** account of the ownership of the selected travel and tourism organisation • a **partially detailed** account of the aims of the selected travel and tourism organisation • a **partially detailed** account of the key products and services for the selected travel and tourism organisation.	**Good** application of knowledge and understanding of the ownership, aims, products and services of the selected travel and tourism organisation. Evidenced through: • a **mostly detailed** account of the ownership of the selected travel and tourism organisation • a **mostly detailed** account of the aims of the selected travel and tourism organisation • a **mostly detailed** account of the key products and services for the selected travel and tourism organisation.	**Comprehensive** application of knowledge and understanding of the ownership, aims, products and services of the selected travel and tourism organisation. Evidenced through: • a **fully detailed** account of the ownership of the selected travel and tourism organisation • a **fully detailed** account of the aims of the selected travel and tourism organisation • a **fully detailed** account of the key products and services for the selected travel and tourism organisation.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1b: How different types of travel and tourism organisations may work together **Learning outcome A: Demonstrate an understanding of the UK travel and tourism industry**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of how and why travel and tourism organisations may work together. Evidenced through: • **few** of the travel and tourism organisations selected are appropriate to the context • a **superficial** account of how the travel and tourism organisations could work with the selected organisation • **simplistic** reasons as to why working together can benefit the selected travel and tourism organisation.	**Adequate** application of knowledge and understanding of how and why travel and tourism organisations may work together. Evidenced through: • **some** of the travel and tourism organisations selected are appropriate to the context • a **partially detailed** account of how the travel and tourism organisations could work with the selected organisation • **partially developed** reasons as to why working together can benefit the selected travel and tourism organisation.	**Good** application of knowledge and understanding of how and why travel and tourism organisations may work together. Evidenced through: • **most** of the travel and tourism organisations selected are appropriate to the context • a **mostly detailed** account of how the travel and tourism organisations could work with the selected organisation • **mostly developed** reasons as to why working together can benefit the selected travel and tourism organisation.	**Comprehensive** application of knowledge and understanding of how and why travel and tourism organisations may work together. Evidenced through: • **all** of the travel and tourism organisations selected are fully appropriate to the context • a **fully detailed** account of how the travel and tourism organisations could work with the selected organisation • **well-developed** reasons as to why working together can benefit the selected travel and tourism organisation.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: Consumer technologies in travel and tourism **Learning outcome A: Demonstrate an understanding of the UK travel and tourism industry**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of different types of consumer technologies offered by a selected travel and tourism organisation. Evidenced through: • a **superficial** account of the different types of consumer technologies offered, with **few** being specific to the selected travel and tourism organisation • **simplistic** reasoning as to why the selected travel and tourism organisation offers these consumer technologies • a **simplistic** account of the advantages and disadvantages for customers of the consumer technologies offered by the selected travel and tourism organisation.	**Adequate** application of knowledge and understanding of different types of consumer technologies offered by a selected travel and tourism organisation. Evidenced through: • a **partially detailed** account of the different types of consumer technologies offered, with **some** being specific to the selected travel and tourism organisation • **partially developed** reasoning as to why the selected travel and tourism organisation offers these consumer technologies • a **partially developed** account of the advantages and disadvantages for customers of the consumer technologies offered by the selected travel and tourism organisation.	**Good** application of knowledge and understanding of different types of consumer technologies offered by a selected travel and tourism organisation. Evidenced through: • a **mostly detailed** account of the different types of consumer technologies offered, with **most** being specific to the selected travel and tourism organisation • **mostly developed** reasoning as to why the selected travel and tourism organisation offers these consumer technologies • a **mostly developed** account of the advantages and disadvantages for customers of the consumer technologies offered by the selected travel and tourism organisation.	**Comprehensive** application of knowledge and understanding of different types of consumer technologies offered by a selected travel and tourism organisation. Evidenced through: • a **fully detailed** account of the different types of consumer technologies offered, with **all** being specific to the selected travel and tourism organisation • **fully developed** reasoning as to why the selected travel and tourism organisation offers these consumer technologies • a **well-developed** account of the advantages and disadvantages for customers of the consumer technologies offered by the selected travel and tourism organisation.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3a: Popular tourist destinations for visitors **Learning outcome B: Explore popular visitor destinations**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of the features for a given destination for a given visitor profile. Evidenced through: • a **superficial** account of the features of a given destination that are the most suitable for a given visitor profile • a **simplistic** account of why the features of a given destination are the most suitable for the given visitor profile.	**Adequate** application of knowledge and understanding of the features for a given destination for a given visitor profile. Evidenced through: • a **partially detailed** account of the features of a given destination that are the most suitable for a given visitor profile • a **partially developed** account of why the features of a given destination are the most suitable for the given visitor profile.	**Good** application of knowledge and understanding of the features for a given destination for a given visitor profile. Evidenced through: • a **mostly detailed** account of the features of a given destination that are the most suitable for a given visitor profile • a **mostly developed** account of why the features of a given destination are the most suitable for the given visitor profile.	**Comprehensive** application of knowledge and understanding of the features for a given destination for a given visitor profile. Evidenced through: • a **fully detailed** account of the features of a given destination that are the most suitable for a given visitor profile • a **well-developed** account of why the features of a given destination are the most suitable for the given visitor profile.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3b: The suitability of different travel routes for visitors **Learning outcome B: Explore popular visitor destinations**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of the travel routes for a given destination for a given visitor profile. Evidenced through: • a **simplistic** account of the advantages and disadvantages of each of the given travel routes for the given destination, for the given visitor profile • a **simplistic** judgement and recommendation as to the most suitable travel route for a given destination for the given visitor profile.	**Adequate** application of knowledge and understanding of the travel routes for a given destination for a given visitor profile. Evidenced through: • a **partially developed** account of the advantages and disadvantages of each of the given travel routes for the given destination, for the given visitor profile • a **partially developed** judgement and recommendation as to the most suitable travel route for a given destination for the given visitor profile.	**Good** application of knowledge and understanding of the travel routes for a given destination for a given visitor profile. Evidenced through: • a **mostly developed** account of the advantages and disadvantages of each of the given travel routes for the given destination, for the given visitor type • a **mostly developed** judgement and recommendation as to the most suitable travel route for a given destination for the given visitor profile.	**Comprehensive** application of knowledge and understanding of the travel routes for a given destination for a given visitor profile. Evidenced through: • a **well-developed** account of the advantages and disadvantages of each of the given travel routes for the given destination, for the given visitor profile • a **well-developed** judgement and recommendation as to the most suitable travel route for a given destination for the given visitor profile.

Please refer to *Section 5: Non-exam internal assessment* for further guidance on internal assessment, including how to apply these mark schemes to evidence.

Resource requirements

For this component, learners must have access to*:*

- IT, appropriate software and the internet to undertake research.

Component 2: Customer Needs in Travel and Tourism

Levels: 1/2
Assessment type: Internal, externally moderated
Guided learning hours: 36

Component in brief

Learners will investigate how organisations use market research to identify travel and tourism trends and identify customer needs and preferences. They will apply their understanding by exploring how specific needs are met by organisations and how travel planning meets customer needs and preferences.

Introduction

The travel and tourism sector has to meet the needs and preferences of many different types of customer. This can include customer needs such as wanting a holiday at a certain time of year or within a certain budget, and preferences such as individuals wanting an adventure holiday and families wanting a beach to visit and activities for young children. In this component, you will investigate how market research is used by travel and tourism organisations to identify travel and tourism trends such as types of holiday taken, when they are taken and where. You will consider the different ways organisations may respond to the trends identified.

You will learn about the general and specific needs of different types of customer and how travel and tourism organisations meet these needs and preferences by offering a variety of products and services.

In this component, you will consider how organisations use research to identify and respond to travel and tourism trends and consider how travel and tourism organisations meet customer needs and preferences. You will research information and plan a holiday for a specified customer. You will develop transferable skills, such as research and analysis, which will support your progression to Level 2 or Level 3 vocational or academic qualifications.

Learning outcomes

A Demonstrate an understanding of how organisations identify customer needs and travel and tourism trends

B Recognise how the needs and preferences of travel and tourism customers are met.

Teaching content

Learning outcome A: Demonstrate an understanding of how organisations identify customer needs and travel and tourism trends

A1 Types of market research

Learners will know the different types of market research used by organisations. They will understand when different types of research are used, the types of information they produce and the advantages and disadvantages of each.

- Advantages and disadvantages of a range of primary research methods:
  - qualitative and quantitative questionnaires and surveys: face-to-face, telephone, post, on a website/social media site
  - visits or observation: looking at and recording how customers and competitors behave in situations in a structured way
  - formal or informal interviews, chats or focus groups: talking to people to find out their views and experiences.
- Advantages and disadvantages of a range of secondary research methods:
  - online research
  - books, journals, trade magazines
  - company materials
  - market and government reports and statistics.

A2 How travel and tourism organisations may use market research to identify customer needs and preferences

Learners will understand how different types of market research are used by travel and tourism organisations to identify types of customer and their needs and preferences. They will also learn how organisations could use this information to provide a variety of services and products to meet customer needs. Learners will understand how market research findings could be used to:

- identify types of customers and a range of customer needs – needs of families with children, solo travellers, leisure travellers, business travellers
- identify market segments and target markets – by age, gender, lifestyle, geographical location
- inform product development – adaptation of products and services to meet new or changing customer needs; developing new products and services
- measure customer satisfaction – to encourage customer loyalty and respond to feedback.

A3 How travel and tourism organisations may use research to identify travel and tourism trends

Learners will understand the importance for organisations of identifying changing trends in travel and tourism so they can develop products and services to meet changing, new or emerging markets. Learners will know the different travel and tourism trends that organisations may research and monitor:

- visitor numbers by type – domestic, inbound, outbound visitor, and reason for travel – business, leisure, visiting friends and relatives (VFR)
- visitor numbers and access to new and emerging destinations

- changing popularity of different holiday types/destinations
- changes to booking methods/communications
- changing transport trends
- customer spending behaviour on holiday
- increasing environmental/cultural awareness
- changing trends in leisure, health and sport.

Learning outcome B: Recognise how the needs and preferences of travel and tourism customers are met

B1 Customer needs and preferences

Learners will understand the different needs, preferences and considerations of customers in relation to holidays and other travel and tourism products and services.

- Customer travel and needs:
  - dates influencing the time of year that people can travel and the length of stay they can take – families with school-age children will be restricted by school holidays, retired people may have more flexibility
  - travel requirements and accessibility of destinations such as road, air, rail, cruise
  - accommodation requirements – type, standard, meal arrangements
  - available budget affecting the amount people are willing to pay and the type of holiday people can afford, keeping within budget, offering discounts
  - purpose of travel affecting choice of destination and type of holiday – relaxation, activity, culture, special occasion
  - specific needs – language, cultural, visual, hearing or mobility needs
  - unstated needs – families with babies or customers with reduced mobility.
- Desirable preferences:
  - responsible tourism – being environmentally friendly, minimising carbon footprint
  - convenience of travel and destination – routes, departure times and frequency, on-board services, transfer times
  - transport options at destination
  - levels of flexibility – accommodation, excursions, meals
  - levels of service standards – first class travel, star ratings, premium rooms, upgrade options, budget options, availability of extras
  - practical assistance available – with luggage, language, boarding
  - influence of image, status, exclusivity.

B2 How travel and tourism organisations provide different products and services to meet customer needs and preferences

Learners will understand how the needs and preferences of different types of customers are met by travel and tourism organisations.

- Products and services offered include:
  - pricing and booking options – group, family discounts; off peak pricing
  - customer service and assistance – online, during travel, at the accommodation, post-sales
  - child-friendly facilities – children's menus, cots, highchairs, family rooms, family areas

- accessible facilities, including adaptations for hearing, visual, language needs – ramps, wider entrances, one level, hearing loops, braille, audio guides, signage, visual imagery
- business facilities – conference rooms, executive rooms, free WiFi, laundry services, in-room entertainment, room service
- pet-friendly facilities – pets allowed in rooms, treats, water
- health and fitness – spas, saunas, gyms, trainers, classes.

B3 Customer needs and different types of travel

Learners will understand the characteristics of the different types of travel available. They will consider the extent to which different holiday types may meet customer needs and preferences.

- Leisure travel – travelling for pleasure, enjoyment, relaxation or special interests:
  - short breaks – city breaks, countryside breaks, stag and hen
  - holidays – package, independent, cruises
  - special events – major sporting occasions, seasonal events.
- Corporate travel – associated with work or a job but it will take place away from the usual place of work. It may or may not involve an overnight stay. Includes:
  - meetings, conferences, exhibitions
  - training – self or others.
- Specialist travel – this is usually linked with a hobby, sport, interest or to meet specific needs of the type of customer:
  - adventure
  - health
  - education
  - heritage, culture
  - gap year
  - conservation, sustainable tourism, responsible travel
  - special interests/hobbies/sports
  - weddings/honeymoons.
- Visiting Friends and Relatives (VFR):
  - may be domestic, inbound or outbound
  - involves overnight stay, usually in home of friend or relative
- Day trips – visits that do not involve an overnight stay:
  - visitor attractions
  - cities for specialist shopping or events
  - countryside for relaxation or activities.

B4 Travel planning to meet customer needs and preferences

Learners will know the different sources of information that can be used to help plan travel. They will learn about the need to check the reliability of different sources. Learners will undertake research to plan a trip for a specific customer or group of customers. They will produce a travel plan, additional information document and email to the customer.

- Travel planning by:
  - establishing customer needs and preferences from the information provided
  - using different sources of information – websites, guidebooks, leaflets, atlases, brochures
  - researching suitable destinations.
- Travel plan, to include:
  - destination
  - duration and dates
  - accommodation – provider, rating, board basis, room type, services, facilities
  - transport – operator, departure/arrival points, dates of travel, journey duration, departure and arrival times, transfer details, operator.
- Breakdown of costs and total cost.
- Additional information:
  - activities, attractions, excursions – available at the destination, or close by
  - essential information will depend on the location and type of destination but may include entry requirements; health precautions; safety and security; local customs/traditions.

Suggestions for delivery

Successful delivery of this component will allow learners to develop their application of knowledge and understanding of how organisations use market research to identify travel and tourism trends and identify customer needs and preferences. They will apply their understanding by exploring how specific needs are met by organisations and by travel planning to meet customer needs and preferences.

You may choose to deliver this component alongside Component 1 and/or 3.

Assignments

Pearson sets the assignments for the assessment of this component.

The assignment for this component consists of five tasks.

- In response to Task 1a, learners will consider the different market research methods that could be used by an organisation to identify customer needs.
- In response to Task 1b, learners will use research skills to consider the different market research methods that could be used by an organisation to identify travel and tourism trends and suggest new products and services to meet these trends.
- In response to Task 2, learners will consider how different types of travel and tourism organisations can meet the specific needs of customers.
- In response to Task 3a, learners will develop a travel plan to meet the needs of given customer needs and preferences.
- In response to Task 3b, learners will create an additional information document to provide to given customers.

The assignment will take approximately 5 hours of monitored preparation and 6 supervised hours to complete.

The assignments will be marked by centres and moderated by Pearson. Assignments for this component will be made available in September and then January of each academic year through the secure area of the website. Learners must use the Pearson-set Assignment to provide the required evidence to achieve this component.

A sample assignment is provided on the website.

Assessing the assignment

You will make assessment decisions for each assignment using the marking grid given below. Before making assessment decisions, you should refer to the guidance on using the marking grid provided in *Section 5: Non-exam internal assessment*. A glossary of terms used in the marking grids is provided in *Appendix 1*.

For further information on using and assessing through assignments, see *Section 5: Non-exam internal assessment*.

Marking grid

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1a: How organisations identify customer needs **Learning outcome A: Demonstrate an understanding of how organisations identify customer needs and travel and tourism trends**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** knowledge and understanding of the information that market research methods could provide for the given organisation. Evidenced through: • a **superficial** account of the advantages and disadvantages of primary and secondary market research methods for providing information on customer needs. **Limited** judgements as to which research methods are the most suitable for the given organisation to use to identify customer needs. Evidenced through: • **simplistic** recommendations and reasoning as to the most suitable market research methods for the organisation.	**Adequate** knowledge and understanding of the information that market research methods could provide for the given organisation. Evidenced through: • a **partially detailed** account of the advantages and disadvantages of primary and secondary market research methods for providing information on customer needs. **Adequate** judgements as to which research methods are the most suitable for the given organisation to use to identify customer needs. Evidenced through: • **partially developed** recommendations and reasoning as to the most suitable market research methods for the organisation.	**Good** knowledge and understanding of the information that market research methods could provide for the given organisation. Evidenced through: • a **mostly detailed** account of the advantages and disadvantages of primary and secondary market research methods for providing information on customer needs. **Good** judgements as to which research methods are the most suitable for the given organisation to use to identify customer needs. Evidenced through: • **mostly developed** recommendations and reasoning as to the most suitable market research methods for the organisation.	**Comprehensive** knowledge and understanding of the information that market research methods could provide for the given organisation. Evidenced through: • a **fully detailed** account of the advantages and disadvantages of primary and secondary market research methods for providing information on customer needs. **Comprehensive** judgements as to which research methods are the most suitable for the given organisation to use to identify customer needs. Evidenced through: • **well-developed** recommendations and reasoning as to the most suitable market research methods for the organisation.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1b: How organisations identify travel and tourism trends **Learning outcome A: Demonstrate an understanding of how organisations identify customer needs and travel and tourism trends**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of how a given travel and tourism organisation could develop its products and services in response to trends. Evidenced through: • **few** of the required travel and tourism trends are identified and appropriate • a **superficial** account of the travel and tourism trends from the market research that the organisation could use to develop its products and services • **simplistic** recommendations for new products and services that the organisation could develop to meet the trends.	**Adequate** application of knowledge and understanding of how a given travel and tourism organisation could develop its products and services in response to trends. Evidenced through: • **some** of the required travel and tourism trends are identified and appropriate • a **partially detailed** account of the travel and tourism trends from the market research that the organisation could use to develop its products and services • **partially developed** recommendations for new products and services that the organisation could develop to meet the trends.	**Good** application of knowledge and understanding of how a given travel and tourism organisation could develop its products and services in response to trends. Evidenced through: • **most** of the required travel and tourism trends are identified and appropriate • a **mostly detailed** account of the travel and tourism trends from the market research that the organisation could use to develop its products and services • **mostly developed** recommendations for new products and services that the organisation could develop to meet the trends.	**Comprehensive** application of knowledge and understanding of how a given travel and tourism organisation could develop its products and services in response to trends. Evidenced through: • **all** of the required travel and tourism trends are identified and appropriate • a **fully detailed** account of the travel and tourism trends from the market research that the organisation could use to develop its products and services • **well-developed** recommendations for new products and services that the organisation could develop to meet the trends.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: How travel and tourism organisations meet customers' needs **Learning outcome B: Recognise how the needs and preferences of travel and tourism customers are met**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of how travel and tourism organisations meet the needs of customers. Evidenced through: • a **superficial** account of the products and services offered by **few** of the required organisations to meet given customer needs. **Limited** judgement as to how well the needs of customers are met by selected travel and tourism organisations. Evidenced through: • **simplistic** justifications as to how well the customer need is met by the selected organisations, **with little supporting evidence**.	**Adequate** application of knowledge and understanding of how travel and tourism organisations meet the needs of customers. Evidenced through: • a **partially detailed** account of the products and services offered by **some** of the required organisations to meet given customer needs. **Adequate** judgement as to how well the needs of customers are met by selected travel and tourism organisations. Evidenced through: • **partially developed** justifications as to how well the customer need is met by the selected organisations, **partially supported** by evidence.	**Good** application of knowledge and understanding of how travel and tourism organisations meet the needs of customers. Evidenced through: • a **mostly detailed** account of the products and services offered by **most** of the required organisations to meet given customer needs. **Good** judgement as to how well the needs of customers are met by selected travel and tourism organisations. Evidenced through: • **mostly developed** justifications as to how well the customer need is met by the selected organisations, **mostly supported** by evidence.	**Comprehensive** application of knowledge and understanding of how travel and tourism organisations meet the needs of customers. Evidenced through: • a **fully detailed** account of the products and services offered by **all** of the required organisations to meet given customer needs. **Comprehensive** judgement as to how well the needs of customers are met by selected travel and tourism organisations. Evidenced through: • **well-developed** justifications as to how well the customer need is met by the selected organisations, **fully supported** by evidence.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3a: Meeting the needs and preferences of customers **Learning outcome B: Recognise how the needs and preferences of travel and tourism customers are met**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding to produce a travel plan for a given destination, to meet the needs and preferences of a given customer. Evidenced through: • a **superficial** travel plan, meeting **few** of the customer needs and preferences • a **simplistic** account of how the travel plan meets the customer's needs and preferences.	**Adequate** application of knowledge and understanding to produce a travel plan for a given destination, to meet the needs and preferences of a given customer. Evidenced through: • a **partially detailed** travel plan, meeting **some** of the customer needs and preferences • a **partially developed** account of how the travel plan meets the customer's needs and preferences.	**Good** application of knowledge and understanding to produce a travel plan for a given destination, to meet the needs and preferences of a given customer. Evidenced through: • a **mostly detailed** travel plan, meeting **most** of the customer needs and preferences • a **mostly developed** account of how the travel plan meets the customer's needs and preferences.	**Comprehensive** application of knowledge and understanding to produce a travel plan for a given destination, to meet the needs and preferences of a given customer. Evidenced through: • a **fully detailed** travel plan, meeting **all** of the customer needs and preferences • a **well-developed** account of how the travel plan meets the customer's needs and preferences.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3b: Meeting the needs and preferences of customers **Learning outcome B: Recognise how the needs and preferences of travel and tourism customers are met**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding to complete an additional information document that supports the travel plan. Evidenced through: • a **superficial** account within the additional information document that contains a **narrow** range of information for the customer • a **simplistic** account of how the additional information document meets the customer's needs and preferences.	**Adequate** application of knowledge and understanding to complete an additional information document that supports the travel plan. Evidenced through: • a **partially detailed** account within the additional information document that contains a **reasonable** range of information for the customer • a **partially developed** account of how the additional information document meets the customer's needs and preferences.	**Good** application of knowledge and understanding to complete an additional information document that supports the travel plan. Evidenced through: • a **mostly detailed** account within the additional information document that contains a **sufficient** range of information for the customer • a **mostly developed** account of how the additional information document meets the customer's needs and preferences.	**Comprehensive** application of knowledge and understanding to complete an additional information document that supports the travel plan. Evidenced through: • a **fully detailed** account within the additional information document that contains a **wide** range of information for the customer • a **fully developed** account of how the additional information document meets the customer's needs and preferences.

Please refer to *Section 5: Non-exam internal assessment* for further guidance on internal assessment, including how to apply these mark schemes to evidence.

Resource requirements

For this component, learners must have access to*:*

- IT, appropriate software and the internet to undertake research.

Component 3: Influences on Global Travel and Tourism

Levels: 1/2
Assessment type: External synoptic
Guided learning hours: 48

Component in brief

Learners will explore the different factors that may influence global travel and tourism, and how travel and tourism organisations and destinations respond to these factors. Learners will examine the potential impacts of tourism at global destinations and how destinations can manage the impacts of tourism and control tourism development to achieve sustainable tourism.

Introduction

There are many factors that may influence global travel and tourism, and they are constantly changing. For example, severe weather events, political and economic factors, and the publicity a destination receives can all affect the decisions visitors make and the way some travel and tourism organisations operate. Tourism can have a positive and a negative impact on local communities, the economy and the environment, and the issue of sustainability is a concern for many destinations, organisations and governments.

In this component, you will consider the factors that may influence travel and tourism and the ways that travel and tourism organisations, destinations and governments respond to these influences and their reasons. For example, to maintain sales and income, diversify economies, increase tourist numbers or reassure visitors. You will explore the possible impacts of tourism such as leakage, habitat loss and employment creation, and consider ways these can be managed by destinations, organisations and governments. You will investigate how tourism may bring change to destinations over time and how destinations can encourage, manage and develop tourism.

You will develop skills in analysing information and making connections for a specific purpose, which will support your progression to Level 2 or Level 3 vocational or academic qualifications.

Summary of assessment

This external component builds on knowledge, understanding and practices acquired and developed in Components 1 and 2, and includes synoptic assessment. Learners will answer a number of short- and long-answer questions that will assess learners' understanding of factors influencing tourism in global destinations, the impact of tourism on global destinations, sustainability and destination management.

An exam worth 60 marks will be completed under supervised conditions. The supervised assessment period is 2 hours and should be arranged in the period timetabled by Pearson. The assessment availability is January/February and May/June. First assessment is January/February 2024

Sample assessment materials will be available to help centres prepare learners for assessment.

Assessment objectives

AO1 Demonstrate knowledge of facts, terms, processes and issues in relation to travel and tourism

AO2 Demonstrate an understanding of facts, terms, processes and issues in relation to travel and tourism

AO3 Apply an understanding of facts, terms, processes and issues in relation to travel and tourism

AO4 Make connections with concepts, issues, terms and processes in travel and tourism

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Essential content

A Factors that influence global travel and tourism

Learners will understand the positive and negative influences of different factors on global travel and tourism, and how these factors can affect global tourist destinations and travel and tourism organisations. They will also learn about the factors that influence visitors and how these may affect their choice of destination. Learners will understand the types of organisation that may respond to different factors and the ways in which they may respond. They will be able to relate these factors to specific contexts, including organisations, visitors and destinations.

Learners will need to interpret data and graphical information in relation to these factors. The data or information may be presented as a bar chart, pie chart or scatter chart. Types of data may include:

- exchange rates
- visitor numbers
- employment data
- data on endemic infectious diseases.

A1 Factors influencing global travel and tourism

Learners will understand that travel and tourism organisations and destinations are influenced by many factors, many of which are beyond their control. They will learn that some factors can have a positive effect, while others have a negative effect.

Learners will understand the factors that can influence visitors, including their choice of global destination and will know the meaning of key terms.

- Economic factors – an understanding of how:
  - recession/boom can affect the amount of money people are willing to spend on holidays and travel
  - levels of employment affect the levels of disposable income that people have to spend on holidays, travel costs and living costs within the destination
  - changing cost of fuel can affect travel costs
  - fluctuations in currency exchange rates affect the affordability of destinations
  - economic factors can influence visitor choice of global destinations.
- Political factors – an understanding of:
  - the different types of legislation: health and safety laws; employment laws; planning laws
  - the reasons for legislation: visitor security, equality, customer financial protection, developing services and facilities, controlling development
  - how trade, airport and other taxes can affect the cost of travel and visitor numbers to a destination
  - how passport and visa/entry requirements can affect visitor numbers to a destination
  - how governments promote tourism through funding, marketing campaigns, partnerships and tax incentives development
  - how political instability, civil unrest and war can result in disruption, cancelled holidays, business failure, loss of tourism income, repatriation, poor image
  - how political factors can influence visitor choice of global destinations.

- Natural factors – an understanding of how severe weather events can create natural disasters, as well as the features and physical effects of each:
  - natural disasters – earthquakes, volcanic eruptions, tsunami, landslides, avalanches
  - severe weather events – flooding, drought, wildfires, hurricanes/cyclones, tornadoes, blizzards
  - possible effects on travel and tourism businesses: disruption/cancellations; compensation/refund costs; repatriation; evacuation; impacts on future customer numbers/bookings
  - possible effects on destinations: rebuilding infrastructure; early warning systems; building design
  - how natural factors can influence visitor choice of global destinations.
- Media factors – an understanding of:
  - different types of media: print – newspaper reports/articles, magazines, books, guides; broadcast – radio, film, TV; internet – social platforms, websites
  - image created – positive/negative
  - how media coverage and image of global destinations and travel and tourism organisations can affect visitor choice.
- Safety and security factors – an understanding of:
  - risks relating to personal safety and security in an unfamiliar environment, including theft, pickpocketing, physical attacks, accidents, bribery, getting lost, dangerous wildlife
  - safety measures implemented by authorities, tourism organisations, travel providers and those in place on transport and at terminals: CCTV, transport/tourist police, body and luggage scanners, emergency phone numbers, safety deposit boxes, security staff
  - influence on visitors – delays/missed departure, inconvenience, aggressive behaviour, reassurance of safety/security
  - the need for visitors to be aware of guidance relating to individual safety and security when in global destinations – times to avoid going out, areas to avoid, how to keep possessions and travel documents safe, not travelling with valuables, safety in natural and built environments, remote and unfamiliar areas
  - how safety and security concerns may influence visitor choice of global destinations.
- Health risk factors – an understanding of the causes and symptoms of infectious diseases and illnesses:
  - endemic – a disease that is present permanently in a region or population:
    - malaria
    - yellow fever
    - cholera
    - typhoid
  - epidemic/pandemic – an outbreak that affects many people at one time and can spread through one or several communities/the world:
    - norovirus
    - avian/bird flu
    - zika virus
    - coronavirus
  - ways of transmission – air, water, food, contact

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- precautions against contracting these illnesses and infectious diseases – vaccinations, protective clothing, medicines, equipment, appropriate insurance, hygiene, food and drink choices
- possible effects of health risks on visitor choice of global destinations.

A2 Response to factors

Learners will understand the different types of organisation that might respond to these influencing factors. They will know the names of key organisations involved in global travel and tourism and will understand the ways in which these organisations respond.

- Travel and tourism organisations – an understanding of possible responses, including:
  - adapting and developing new products and services
  - adapting operational procedures
  - reviewing destinations offered
  - reviewing price structures – adjusting pricing to maintain visitor numbers, attract different types of visitor
  - managing public relations.
- Government: local, regional, national – an understanding of possible responses, including:
  - providing public with up-to-date information
  - imposing travel restrictions
  - promoting a positive image
  - encouraging employment
  - improving infrastructure
  - introducing or tightening of security measures.
- Voluntary organisations – an understanding of possible responses, including:
  - promoting sustainability, conservation and protection
  - campaigning for governments to affect change
  - raising awareness of issues – ethical, environmental
  - raising funds.

B Impact of travel and tourism and sustainability

Learners will understand the possible negative and positive impact of tourism and tourist activities on global destinations. They will learn about the different types of impact that may affect local communities, economies and environments at global destinations.

Learners will know about the issue of sustainability. They will gain an understanding of how some global destinations aim to reduce the negative impacts of tourism and increase the positive impacts of tourism to achieve sustainable tourism.

B1 Possible impacts of tourism

Learners will understand the possible positive and negative impacts of tourism on destinations. Some global destinations may be more vulnerable to these impacts than others for a variety of reasons including the impact of incoming visitors on the local community, the contribution of tourism to the local economy and how tourism can both help to protect and threaten the environment.

- Sociocultural impacts of tourism are the changes to the everyday lives of people living in global destinations (host communities) and to their values, customs, traditions, arts and way of life. The changes result from direct and indirect contact with tourists and interactions with travel and tourism organisations:
  - negative impacts – disruption to everyday life, loss of culture, resentment towards visitors, increased crime, staged authenticity, exploitation of locals, loss of traditional lifestyles
  - positive impacts – improved quality of life; access to facilities; improved transport; improved essential infrastructure, including healthcare, education and improved cultural awareness.
- Economic impacts of tourism include the effect of the actual amount spent by tourists and indirect effects on the local and wider economies and other sectors:
  - negative impacts – low-paid jobs, seasonal unemployment, leakage, increased cost of living
  - positive impacts – employment opportunities, training, multiplier effect, foreign currency earnings, contribution to taxes and gross domestic product.
- Environmental impacts of tourism are the result of the strain tourism can place on local land use and resources as well as the natural and built environments of global destinations, although some impacts can be positive:
  - negative impacts – loss of habitats, loss of wildlife, threatened species; increased pollution, including noise, air, water; overcrowding, traffic congestion; reduced biodiversity, environmental degradation; erosion to footpaths, riverbanks, lakeshores
  - positive impacts – conservation, including protection of wildlife, protected areas, national parks; environmental education; creation of open spaces; improved street furniture; regeneration, including urban renewal and the reuse of traditional buildings for new activities.

B2 Sustainable tourism

Sustainable tourism is a relatively new concept in global travel and tourism. Learners will discover there is a range of differing explanations and definitions with similar themes.

- What is sustainable tourism?
  - By its very nature, tourism values the things that are most precious in our world: stunning landscapes, wildlife, history, culture and people. Tourism can be a catalyst for growth in the local economy, providing good quality jobs, opportunities for enterprise and funds for conservation. But if it is not managed well, tourism can have negative impacts on local communities and environments, creating long-term problems for local residents, which can ultimately lead to the decline of tourism in the destination.
- The aim of sustainable tourism is to increase the benefits and to reduce the negative impacts caused by tourism for destinations. This can be achieved by managing impacts:
  - protecting natural environments, wildlife and natural resources when developing and managing tourism activities
  - providing authentic tourist experiences that celebrate and conserve heritage and culture
  - creating economic benefits for communities through employment and income-earning opportunities.

B3 Managing sociocultural impacts

Learners will understand the benefits of managing sociocultural impacts and the methods used, including how:

- visitors can be educated:
  - to encourage them to reduce their negative impacts on the local community and culture
  - how to behave and dress appropriately without causing offence to local communities
  - how to show respect for traditions and religions
  - how to avoid conflict
  - to give practical items/donations to local projects and not give money to locals/discourage reliance on begging
- transport and essential infrastructure can be established/improved to benefit local people/communities
- local communities can be consulted/involved in the decision-making stage of tourism development
- local communities have a share or ownership of a resort/lodge and provide staffing
- taxes are imposed on incoming visitors and the money raised used for community projects.

B4 Managing economic impacts

Learners will understand the benefits of managing economic impacts and the methods used, including how:

- tourism can provide employment and training opportunities for local people, and give them access to higher-paid jobs
- visitors can be encouraged to support local communities by buying local produce, crafts and food, and using local transport
- governments can restrict the involvement of foreign-owned companies, all-inclusive resorts and foreign staff to benefit the local economy; have tourist prices and local prices
- visitor spend can be increased and retained by encouraging overnight stays, longer breaks, local currency schemes.

B5 Managing environmental impacts

Learners will understand the benefits of managing environmental impacts and the methods used, including how:

- visitors can be managed:
  - restricting the number of visitors allowed into a destination
  - controlling movements
  - direction of flow
  - issuing visas and permits
- traffic can be managed:
  - restricting traffic/vehicle types allowed into a destination
  - providing frequent public transport
  - adequate parking and facilities
  - park and ride schemes

- visitors are encouraged to use alternate types of transport – hybrids, green and electric-powered transport
- planning is controlled:
  - building regulations
  - planning permission
  - size and location of developments
  - maintaining local style in scale and design
- visitors are educated on:
  - how they can reduce their impact on the local environment
  - ways to contribute towards looking after the local environment
  - the wildlife, natural world and special qualities of the environment
- resources are controlled responsibly, including waste management, energy and water supplies – restricting fountains and water features that do not recycle water, limit the amount of pools
- natural areas vulnerable to the high volume of visitors are protected by legislation/regulations; creating nature/marine reserves; limiting or preventing access.

C Destination management

Learners will understand that global destinations may change over time and that tourism may be managed and developed differently, depending on whether the destination is recently emerging or an established, mature destination. They will understand the role of different organisations involved in managing and developing tourism, and the importance of partnership working. Learners will understand how these partnerships work together to promote destinations, attract investment, manage destinations and develop new tourism products and services.

C1 Tourism development

Learners will understand that the appeal and characteristics of some global destinations may change over time. They will understand that increased numbers of visitors and the development of tourism facilities, amenities and infrastructure may influence destinations negatively or positively. They will learn the different stages of the Tourist Area Life Cycle (TALC) model. They will understand the suitability of emerging and mature destinations for different holidays, tourist activities and visitor types.

- Stages of tourism development as suggested by Butler's Tourist Area Life Cycle (TALC) model. Stages – exploration; involvement; development; consolidation; stagnation; decline/rejuvenation.
- Emerging destinations – destinations that have recently (within the last ten years) grown in popularity and have a growth rate of visitor arrivals of over 4 per cent year on year.
- Characteristics of emerging destinations may include:
  - visitors seek adventure, 'authentic' experience, culture or nature based
  - may be difficult for overseas visitors to access
  - transport links likely to be undeveloped
  - basic infrastructure – energy, water, waste disposal
  - local people may not have access to healthcare and education

  - unspoilt natural and cultural features are the main attraction
  - local communities follow traditional lifestyles
  - seek to develop tourism to boost economies, raise living standards
  - low volume of visitors – may have to make own travel arrangements
  - limited awareness of the destination globally.
- Mature destinations – destinations that have been popular for over twenty years with growth rates of visitor arrivals around 2 per cent year on year.
- Characteristics of mature global destinations may include:
  - high volume/mass tourism with organised package holidays
  - fully integrated transport links
  - fully developed infrastructure
  - may be a strain on resources such as water
  - natural and cultural features may be damaged, diluted, overwhelmed by tourism
  - established season
  - extensive advertising of the destination, which is well known globally
  - standard of visitor facilities may become run-down
  - local economy is reliant on tourism
  - may be some conflict between locals and visitors.

C2 The role of local and national governments in tourism development

Learners will understand the reasons that governments may have for developing tourism. They will understand the important role of governments in developing and encouraging tourism.

Reasons governments may want to develop tourism include to:

- maximise the economic benefits of tourism
- attract foreign currency
- diversify the economy
- raise funds to help reduce poverty, improve mobility, healthcare and education
- create employment opportunities
- attract funding from foreign investors, private sector
- improve the quality of life.

The government role includes controlling tourism development through legislation to reduce potential negative impacts and increase the benefits of tourism:

- tax incentives/tax relief to encourage investment, raise funds
- considering travel restrictions, security measures and entry requirements, including passport and visa requirements
- improving transport infrastructure, links and networks – road, rail, air, sea, gateways and hubs
- improving/establishing essential infrastructure – energy supply, water supply, waste disposal
- supporting, approving and controlling tourism infrastructure – accommodation, food and drink outlets, communication links – accessibility to the internet, WiFi

- providing funding for new initiatives in transport, events, training and infrastructure projects that support the local community and/or protect the environment
- managing destinations by implementing sustainable tourism policies.

C3 The importance of partnerships in destination management

Learners will understand that partnerships between organisations can help ensure destinations are managed effectively for the benefit of visitors, local communities and environments, and for the future. They will learn about partnerships between different organisations and sectors within travel and tourism, the reasons organisations form partnerships and the advantages and disadvantages of partnership working.

- Types of partnership and their purpose:
  - public and private sector – new tourism developments such as a hotel funded by private sector, local authority may require restrictions on design, size and scale
  - private sector and private sector – accommodation and transport providers for transfers from airport/train station to accommodation
  - voluntary and private sector – private sector may assist with the costs of promoting or running an event and in return receive positive publicity
  - public and voluntary sector – to promote good causes, raise awareness, educate and inform by sharing skills and resources
  - destination management organisations – bring a range of different organisations together to work on a major project which may be short term or temporary, to raise profile; launch new products; advertise/promote; fund; sponsor – for the benefit of the destination.
- Possible advantages of partnerships:
  - shared resources/skills/expertise
  - new ideas
  - shared costs
  - increased coverage/publicity/profile.
- Possible disadvantages of partnerships:
  - conflicting aims and priorities
  - less flexibility
  - slows down decision-making process
  - difficulty in responding quickly to changes/events.

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Links to other components

The table below illustrates how applied knowledge, understanding and skills from components across this qualification could be integrated to the delivery of this component. The skills support learners in making a synoptic response.

Component	Material from the component that learners could select and integrate in their synoptic assessment response to Component 3
Component 1: Travel and Tourism Organisations and Destinations Learning outcomes: A: Demonstrate an understanding of the UK travel and tourism industry B: Explore popular visitor destinations	When answering questions related to the given scenario in Component 3, learners can draw on knowledge from Component 1: • A1 The major components of the UK travel and tourism industry • A2 The ownership and aims of travel and tourism organisations and how they work together • A3 The role of consumer technology in travel and tourism • B1 Visitor destinations • B2 Different types of travel and tourism activities • B3 Popularity of destinations with different visitor types • B4 Travel options to access tourist destinations
Component 2: Customer Needs in Travel and Tourism Learning outcomes: A: Demonstrate an understanding of how organisations identify customer needs and travel and tourism trends B: Recognise how the needs and preferences of travel and tourism customers are met	When answering questions related to the given scenario in Component 3, learners can draw on knowledge from Component 2: • A3 How travel and tourism organisations may use research to identify travel and tourism trends • B1 Customer needs and preferences • B2 How travel and tourism organisations provide different products and services to meet customer needs and preferences • B3 Customer needs and different types of travel

Key terms typically used in assessment

The following table shows the key terms that will be used consistently by Pearson in our assessments to ensure learners are rewarded for demonstrating the necessary skills.

Please note: the list below will not necessarily be used in every paper and is provided for guidance only.

Key words/Command verb	Definition
Complete	Provide the missing information for a table so that it is complete (contains all the necessary information).
Discuss	Consider the different aspects in detail of an issue, situation, problem or argument and how they interrelate.
Explain	Present one point that identifies a reason, way, benefit, or importance etc and a second point that justifies/explains the first point.
Give	Provide a response ie feature, characteristic or use of.
Identify	Select the correct answer from the given context/stimulus.
State	Recall from memory facts, terms, processes, legal implications etc. or provide the correct answer to the given context.

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4 Planning your programme

Is there a learner entry requirement?

As a qualification designed to be used in Key Stage 4, there are no formal entry requirements. It is assumed that learners are studying GCSEs and other qualifications alongside this qualification. As a centre, it is your responsibility to ensure that learners who are recruited make reasonable progress and are likely to achieve at this level. Overall achievement can be improved by highlighting links between this qualification and other qualifications as part of a Key Stage 4 programme of learning, such as through project-based learning.

What level of sector knowledge is needed to teach this qualification?

We do not set any requirements for teachers but recommend that centres assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date. This will give learners a rich programme that will prepare them for progression.

What resources are required to deliver this qualification?

As part of your centre approval, you will need to show that the necessary material resources and workspaces are available to deliver the qualifications. For some components, specific resources are required; please refer to individual components.

How does this qualification contribute to Key Stage 4 learning?

This qualification gives learners opportunities to apply learning from GCSE English to vocational learning. For example, the skills developed in extended writing can be applied when communicating knowledge and understanding of travel and tourism organisations and their aims, features of tourist destinations, travel and tourism trends, and customer requirements.

What makes good vocational teaching?

The approach to vocational teaching must be led by what is right for the particular sector. For vocational teaching to be effective, it is important that teaching and learning are contextualised to the relevant sector. Therefore, we have provided delivery guidance for each component and other resources, such as Schemes of Work, to help you build a course that contextualises learning in real-life and/or employment scenarios. This draws naturally on the kind of broader attributes valued in the sector, for example communication and research skills, as well as the more general skills needed in work that fit well with project-based learning, for example teamwork and independent learning.

5 Non-exam internal assessment

Pearson-set Assignments

In this qualification, there are two non-exam internally-assessed components, which will be assessed through Pearson-set Assignments.

These assignments are set by Pearson and are summative assessments, which means they are distinct periods of assessment that are separate from the practice, exploration activities and formative assessments that have been used during the learning period. It is important that you explain to learners that these assignments are being used to formally assess their performance against the learning outcomes.

Each Pearson-set Assignment will:

- provide a vocational context to engage learners and to set the scene for the tasks to be completed across all the learning outcomes. In some instances, you can adapt the context to make it more relevant to your learners; the guidance provided within each assignment will clearly state whether there are opportunities to contextualise
- give learners clear tasks with the associated marks and the approximate time to complete each task
- give clear structures for evidence and specify the form(s) of evidence that learners should produce
- ensure that learners are drawing on the specified range of teaching content
- allow learners to select and apply their learning using appropriate self-management of tasks if a component contains synoptic assessment.

For each component, new Pearson-set Assignments are released twice a year through the secure area of our website. Release dates will vary by sector; please refer to individual components for the annual release date of the assignments. Each Pearson-set Assignment will be clearly marked with the assessment series and academic year of release; you must ensure that you are using the current series' assignment to assess your learners.

Each Pearson-set Assignment is to be issued to learners with a defined start date and completion date set by the centre and clear requirements for the evidence that they need to provide. You will need to give learners a guide that explains how these assignments are used for assessment, how they relate to the teaching programme, and how learners should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

All Pearson-set Assignments must be completed under supervised conditions; please refer to the guidance in the Pearson-set Assignment for individual components for any supervision requirements specific to each assignment.

Sample Pearson-set Assignments for internal components

Each non-exam internally-assessed component has a sample Pearson-set Assignment that accompanies this specification. This sample assignment is an example of what the assessment will look like in terms of the feel and level of demand of the assessment.

The sample assignment shows the nature of the tasks that may appear in the live Pearson-set Assignments and will give you a good indication of how the assessments will be structured. While the sample Pearson-set Assignment can be used for practice with learners, as with any assessment the content covered and specific details of the tasks may vary in each live Pearson-set Assignment, however, the marking grids will remain unchanged.

The sample Pearson-set Assignment can be downloaded from our website. This is for you to use and mark as you wish. Pearson does not mark sample Pearson-set Assignments.

Marking Pearson-set Assignments

Live Pearson-set Assignments are marked by the centre and will be moderated by a moderator appointed by Pearson. Centres are responsible for appointing someone to act as the assessor. This may be you (the teacher who has delivered the programme) or another teacher from the subject team.

Learners' evidence for a Pearson-set Assignment must be marked using the marking grid for that particular component. Each learner's marks are to be recorded on an Assessment Record Sheet (or centre devised documentation) and authenticated by the learner and Assessor. The Assessment Record Sheet is also required to be submitted with the learner's work for moderation.

The marking grid has four mark bands, each containing the descriptors specifying the level of knowledge, understanding and skills that learners are required to demonstrate to be awarded the marks associated with that band for each task. The descriptors for each band are written to reflect the marks at the top of the mark band; the descriptors should be read and applied as a whole.

Using a 'best fit approach' to marking the assignments

In applying the marking grid, you are required to first make a holistic judgement about which mark band most closely matches the learner's response for the evidence being assessed. Each mark band contains a number of 'bulleted traits' that in combination provide a descriptor of the learner's expected performance in relation to the individual task within the assignment. Consideration should also be given to the descriptors in the mark bands above and below to ensure the correct band is selected. The learner's response does not have to meet all the characteristics of a mark band's descriptor before being placed in that band, as long as it meets more of the characteristics of that mark band than of any other.

After placing the learner's response within a mark band, you should then make a more refined judgement as to whether the learner's response is towards the higher or the lower end of the range for that band and allocate a final mark accordingly within the marks available in that band.

Further guidance on deciding a final mark

The award of marks must be directly related to the descriptors in a mark band. You should be prepared to use the full range of marks available. When deciding upon a final mark, you should take into account how well the learner's response meets the requirements of the descriptor in that mark band.

- If the learner's response meets the requirements of the descriptor fully, you should be prepared to award full marks within the mark band. The top mark in the band is used for a learner's response that is as good as can realistically be expected in that band.
- If the learner's response only barely meets the requirements of the descriptor (but is better than the previous descriptor), you should consider awarding marks at the bottom of the mark band. The bottom mark in the band is used for a learner's response that is the weakest that can be expected in that mark band.
- The middle marks of the mark band are for a learner's response that is a reasonable match to the descriptor. This might represent a balance between some characteristics of the descriptor that are fully met and others that are barely met.
- Where there is no evidence worthy of credit, no marks (0 marks) must be awarded.

Authenticity of learner work

You must ensure that learner evidence is authentic by supervising them during the assessment period according to the requirements of each internally-assessed component. You must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Once an assessment has begun, learners must not be given feedback that relates specifically to their evidence and how it can be improved, as learners must work independently.

You must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

You must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- you understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, if you suspect that some or all of the evidence from a learner is not authentic, you must take appropriate action using the centre's policies for malpractice. Further information is given in *Section 9: Administrative arrangements*.

Resubmission of evidence and retakes

Prior to submitting marks for moderation, where a learner has not achieved their expected level of performance for an assignment, the centre may authorise one opportunity for learners to improve evidence and resubmit for internal assessment within 15 days. Internal assessment should be conducted in time to allow for this resubmission window prior to moderation should it be needed.

Feedback to learners can only be given in order to clarify areas where they have not achieved expected levels of performance. Learners cannot receive any specific guidance or instruction about how to improve work to meet mark bands, or be given solutions to questions or problems in the tasks.

Following submission of marks for moderation, there is no further opportunity to resubmit improved evidence based on the same completed assignment. Learners may be offered a single retake opportunity in a later assessment series using the new Pearson-set Assignment released for that series. Retakes must be completed prior to or in the same series as the externally assessed component to meet terminal assessment requirements.

For further information on offering resubmission of evidence and retake opportunities, giving feedback, conditions for supervision and planning, and record-keeping requirements, you should refer to the centre guidance for internal assessment for BTEC Tech Awards, available on our website. All members of the assessment team need to refer to this document.

Internal standardisation

If there are a number of staff acting as assessors for this qualification, prior to internal assessment, you must carry out internal standardisation to make sure all learners' work is assessed consistently to the required standard.

If you are the only assessor in your centre for this qualification, it is still advisable to make sure your assessment decisions are internally standardised by someone else in your centre. This could be someone who has experience of the nature of this qualification or relevant subject knowledge.

Pearson will supply standardisation materials giving assessors the opportunity to discuss standardised learner work, assessment and administration.

Marking should be applied consistently as adjustments made through moderation can affect the whole cohort. Effective internal standardisation ensures that the work of all learners at the centre is marked to the same standard. It may not be possible for moderation to take place if effective internal standardisation has not been carried out.

You are not required to submit evidence of internal standardisation of assessment decisions to the moderator, but it must be retained in the centre should Pearson request it, or where there is a disagreement with the marking.

If it appears to the Pearson moderator that internal standardisation has not been carried out, they may discontinue the moderation process. The centre will then be required to remark all learners' work and carry out internal standardisation; another moderation activity will then be scheduled at the centre's expense. Submission of marks will be considered as confirmation that internal standardisation has taken place.

Moderation

The purpose of external moderation is to ensure that the standard of marking is the same for each centre and across different assessors within a centre.

There are two annual moderation windows, December/January and May/June; the first moderation window for this qualification is December/January 2023.

Centres must ensure that they plan their assessment so that they can make the necessary entries and submit marks to meet the moderation deadlines. More details are provided in the *Administrative Support Guide*.

6 Quality assurance

Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to learners' use of equipment.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual components to check for any specific resources required.

Continuing quality assurance

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Tech Award qualifications include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors who are trained to undertake assessment
- assessment moderation, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes, for example making sure that the synoptic component is placed appropriately in the delivery of the programme.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for the BTEC Tech Award qualifications. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

7 External assessment

Role of external assessment for the BTEC Tech Award suite

The externally-assessed component in the BTEC Tech Award suite comprises 40 per cent of the total qualification GLH. The external assessment is weighted to contribute the same proportion of the overall qualification grade. To ensure that the assessment is fully challenging and that the grading of the component reflects performance in a qualification as a whole, the assessment is synoptic and is taken at or near the end of a learner's programme. Our approach ensures that learners are able to show depth of understanding through being able to apply their conceptual and sector knowledge in practical contexts. The external assessment is rigorous but fully valid as preparation for progression to vocational qualifications.

This section gives an overview of the key features of external assessment and how you, as an approved centre, can offer it effectively.

External assessment

The *Summary of assessment* section in Component 3 sets out the specific arrangements for the external assessment. External assessment includes a preparatory period and is taken under supervised conditions. The expected evidence that must be submitted is explained in the component and sample assessment materials (SAMs). Your learners will undertake the external assessment during the period timetabled by Pearson.

Timing of external assessment

External assessments for this qualification are available twice a year in January/February and May/June. First assessment is January/February 2024. Learners are permitted to have one resit of an external assessment prior to certification by taking a new assessment.

As this is the terminal assessment for the qualification, learners can only use the external assessment results achieved in the same assessment series in which they are requesting certification for the qualification. Centres should ensure that certification is not requested for any learners who intend to resit the external assessment until the resit is completed as it is the first assessment used for certification that will inform performance table points.

Sample assessment materials

Each externally-assessed component has a set of SAMs that accompanies this specification. SAMs are there to give you an example of what the external assessment will look like in terms of the feel and level of demand of the assessment.

The SAMs show the range of possible activity types that may appear in the actual assessments and give you a good indication of how the assessments will be structured. While SAMs can be used for practice with learners, as with any assessment the content covered and specific details of the activities will vary in each assessment.

These sample assessments can be downloaded from our website. We will provide further materials over time to support assessment, for example sample marked learner work, further sample materials and examiner feedback.

Conduct of external assessment

The external assessment is set and marked by Pearson. You need to ensure that learners are aware that they need to work independently and of the requirements for any external assessment.

We define the degree of control for assessments for BTEC qualifications in this specification as:

- **high control**
  this is the completion of assessment in formal invigilated examination conditions.

Further information on responsibilities for conducting external assessment is given in the document *Instructions for Conducting External Assessments (ICEA)*, available on our website, qualifications.pearson.com (search for *ICEA*).

Pearson marking

Marking

Pearson will allocate standardised examiners to mark the evidence remotely. Your Examinations Officer will be given guidance as to how to send this evidence to us or the examiner directly.

We review quality of marking throughout the marking period and ensure that our examiners mark to the agreed marking scheme during this time.

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8 Final grading and awarding

Awarding and reporting for the qualification

The BTEC Tech Award qualifications will be graded and certificated on a seven-grade scale from Level 2 Distinction* to Level 1 Pass. Individual components will be graded on a six-point scale from Level 2 Distinction to Level 1 Pass. Individual component results will be reported.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated.

Grade boundaries will be set for each component in the series in which it is offered through a process known as awarding. Awarding is used to set grade boundaries and ensure that standards are maintained over time. This is important as we must ensure that learners have the same opportunity to achieve, regardless of the assessment opportunity.

Learners' raw component marks will be converted to a Uniform Mark Scale (UMS). The UMS is used to convert learners' component 'raw' marks into uniform marks. This is done in order to standardise marks from one series to another. (Further details of the UMS are provided below in the section 'Calculation of a Qualification Grade'.)

The awarding and certification of the qualification will comply with the requirements of the Office of Qualifications and Examinations Regulation (Ofqual), CCEA Regulation and Qualifications Wales.

Eligibility for an award

In order to be awarded a qualification, a learner must complete and achieve an outcome for all three components and achieve the minimum number of uniform marks at a qualification grade threshold.

Unclassified is considered an outcome for the purposes of aggregating a final award.

Subject to eligibility, Pearson will automatically calculate the qualification grade for your learners when the qualification claim is made.

In order to meet the terminal rule requirement, a learner must take the external assessment, Component 3 in their final series, i.e. the one in which a final award is claimed. If resitting, any prior attempts of Component 3 will not be used towards the learner's qualification grade, even if the result from the earlier attempt is higher.

The Level 2 Distinction* grade at qualification level will be awarded only if a learner has achieved a Level 2 Distinction in each component and the minimum number of uniform marks for the Level 2 Distinction* at qualification level.

Calculation of the qualification grade

The final grade awarded for a qualification represents an aggregation of a learner's performance across the three components. A higher performance in some components may be balanced by a lower outcome in others.

The UMS is used to convert learners' component 'raw' marks into uniform marks. This is done in order to standardise marks from one series to another. For example, a learner who just achieves a Level 2 Pass in an internal component one series will receive the same uniform mark as a learner achieving that same component grade the following series, regardless of their raw marks.

The minimum uniform marks required for each grade for each component

Components 1 and 2

Component Grade	L2D	L2M	L2P	L1D	L1M	L1P
Maximum UMS = 90	72	63	54	45	36	27

Learners who do not achieve the standard required for a Level 1 Pass will receive a uniform mark in the range 0–26.

Component 3

Component Grade	L2D	L2M	L2P	L1D	L1M	L1P
Maximum UMS = 120	96	84	72	60	48	36

Learners who do not achieve the standard required for a Level 1 Pass will receive a uniform mark in the range 0–35.

Qualification level results: the minimum uniform marks required for each grade

Qualification Grade	L2D*	L2D	L2M	L2P	L1D	L1M	L1P
Maximum UMS = 300	270	240	210	180	150	120	90

Learners who do not achieve the standard required for a Level 1 Pass grade will receive a uniform mark in the range 0–89.

The Level 2 Distinction* grade at qualification level will be awarded only if a learner has achieved a Level 2 Distinction in each component and the minimum number of uniform marks for the Level 2 Distinction* at qualification level.

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Results issue

Results are issued in line with advertised timeframes, which can be found in the 'key dates' section of our Information Manual available on our website: qualifications.pearson.com (search for key dates).

9 Administrative arrangements

Introduction

This section focuses on the administrative requirements for delivering BTEC Tech Award qualifications. It will be of value to Quality Nominees, Programme Leads, Assessors and Examinations Officers.

Learner registration and entry

Learners must be registered in line with the *Information Manual* (by 1 November). Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal and external assessment. You need to refer to our *Information Manual* for information on making registrations for the qualification and entries for internal and external assessments.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a qualification from a different sector, then you must transfer the learner appropriately.

Access to assessment

All assessments need to be administered carefully to ensure that all learners are treated fairly and that results and certification are issued on time to allow learners to access their chosen progression opportunities.

Our equity, diversity and inclusion policy requires all learners to have equitable opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

The Pearson *Equity, Diversity and Inclusion in Pearson Qualifications and Related Services Policy* is on our website.

Administrative arrangements for internal assessment

Records

You are required to retain records of assessment for each learner. Records should include assessments taken, marks awarded and any adjustments or appeals. Further information can be found in our *Information Manual.* We may ask to audit your records, so they must be retained as specified.

Reasonable adjustments for assessment

A reasonable adjustment is one that is made before a learner takes an assessment to ensure that they have fair access to demonstrate the requirements of the assessments. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases, this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are on our website in the document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally-assessed components.*

Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a component, or omit the application of any part of a mark scheme to judge attainment. Pearson can consider applications for special consideration in line with the policy.

Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Programme Lead or other member of the programme team. Sufficient time should be allowed for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner, you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in our *Internal Assessment in Vocational Qualifications: Reviews and Appeals Policy* document.

Administrative arrangements for external assessment

Entries and resits

For information on the timing of assessment and entries, please refer to the annual examinations timetable on our website. Learners are permitted to have one resit of an external assessment prior to certification where necessary, however please note the terminal rule for the external assessment.

Access arrangements requests

Access arrangements are agreed with Pearson before an assessment. They allow learners with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

Access arrangements should always be processed at the time of registration. Learners will then know what type of arrangements are in place for them.

Granting reasonable adjustments

For external assessment, a reasonable adjustment is one that we agree to make for an individual learner. A reasonable adjustment is defined for the individual learner and informed by the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, to include:

- the needs of the learner with the disability
- the effectiveness of the adjustment
- the cost of the adjustment
- the likely impact of the adjustment on the learner with the disability and other learners.

Adjustment may be judged unreasonable and not approved if it involves unreasonable costs or timeframes or affects the integrity of the assessment.

Special consideration requests

Special consideration is an adjustment made to a learner's mark or grade after an external assessment to reflect temporary injury, illness or other indisposition at the time of the assessment. An adjustment is made only if the impact on the learner is such that it is reasonably likely to have had a material effect on that learner being able to demonstrate attainment in the assessment.

Centres are required to notify us promptly of any learners that they believe have been adversely affected and request that we give special consideration. Further information can be found in the special requirements section on our website.

Dealing with malpractice in assessment

'Malpractice' refers to acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual or attempted actions of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose sanctions on learners, centre staff or centres where malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any component/unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by learners, please see Pearson's *Centre Guidance: Dealing with Malpractice*, available on our website.

Centres are required to take steps to prevent malpractice and to assist with investigating instances of suspected malpractice. Learners must be given information that explains what malpractice is and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe a centre is failing to conduct internal assessment according to our policies. The above document gives further information and examples, and details the sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during the delivery of Pearson qualifications. We ask centres to complete *JCQ Form M1* (www.jcq.org.uk/malpractice) and email it with any supporting documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Processing team at candidatemalpractice@pearson.com. The responsibility for determining appropriate sanctions on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by centre staff before any investigation is undertaken. The head of centre is requested to inform the Investigations team by submitting a *JCQ M2* form (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions, such as:

- mark reduction for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures, we may impose sanctions such as:

- working with centres to create an improvement action plan
- requiring staff members to receive further training
- placing temporary suspensions on certification of learners
- placing temporary suspensions on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in the *JCQ Appeals* booklet (https://www.jcq.org.uk/exams-office/appeals).

Certification and results

Once a learner has completed all the required components for a qualification, the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures, please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

Results issue

Learner results will then be issued to centres. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

Post-assessment services

It is possible to transfer or reopen registration in some circumstances. The *Information Manual* gives further information.

Additional documents to support centre administration

As an approved centre, you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Centre Guide for BTEC Moderation*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
  - JCQ Adjustments for Candidates with Disabilities and Learning Difficulties, Access Arrangements and Reasonable Adjustments
  - age of learners
  - centre guidance for dealing with malpractice
  - recognition of prior learning and process.

This list is not exhaustive; a full list of our regulatory policies can be found on our website.

10 Resources and support

Our aim is to give you support to enable you to deliver the BTEC Tech Award suite with confidence. You will find resources to support teaching and learning and professional development on our website.

Support for setting up your course and preparing to teach

Schemes of Work

The free Schemes of Work give suggestions and ideas on how to teach the qualifications, including teaching tips and ideas, assessment preparation and suggestions for further resources.

Course planner

This gives a high-level overview of how to plan teaching term by term over one or two years.

Support for teaching and learning

Pearson Learning Services provides a range of engaging resources to support BTEC qualifications, including:

- learner textbooks in ebook and print formats
- teacher support, including slides, interactive activities and videos, via the ActiveLearn Digital Service
- teaching and learning resources may also be available from a number of other publishers.

Details of Pearson's own resources and all endorsed resources can be found on our website.

Support for assessment

Sample assessment materials (SAMs) for externally-assessed components

Sample assessment materials are available for the externally-assessed component and can be downloaded from the Pearson Qualifications website. An additional set of sample assessment materials for the externally-assessed component will also be available, allowing your learners further opportunities for practice.

Sample Pearson-set Assignments for non-exam internally-assessed components

Sample Pearson-set Assignments are available for the non-exam internally-assessed components and can be downloaded from the Pearson Qualifications website.

Training and support from Pearson

People to talk to

There are many people who can support you and give you advice and guidance on delivering your BTEC Tech Awards. They include:

- Lead Standards Verifiers – they can support you in preparing for the moderation activity.
- Subject Advisors – they are available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment.
- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.
- Pearson Quality Advisors – they can support with all quality assurance related aspects of your programme.

Training and professional development

We provide a range of training and professional development events to support the introduction, delivery, assessment, quality assurance and administration of BTEC Tech Awards. These sector-specific events, developed and delivered by specialists, are available both face-to-face and online.

Appendix 1

Glossary of terms used for internally-assessed components

This is a summary of the key terms that may be used to define the requirements in the components.

Term	Definition
Account	Description of particular events or situations.
Accurate	Produce work competently, fit for purpose and correctly without significant error.
Accurately	Act or perform with care and precision; correctly within acceptable limits from a standard.
Adequate	The work is acceptable in most areas, but with some gaps or inconsistencies.
All	All relevant content for a specific area, as described in the component.
Analyse/Analysis	Separate information into components and identify characteristics, typically in order to interpret.
Applied	Put to practical use.
Appropriate	Relevant and considered in relation to the purpose/task/context. Select and use skills/knowledge in ways that reflect the aim.
Argument	Propositions supported by evidence.
Balanced	All factors have been considered in equal detail.
Basic	The work comprises the minimum required and provides the base or starting point from which to develop. Includes just the core elements or features without elaboration/examples/details.
Brief/Briefly	Accurate and to the point but lacking detail/contextualisation/examples.
Clear/ly	Easy to perceive and unambiguous.
Coherent	Logically consistent.
Communicate	Make known, transfer information, convey ideas to others.
Compare/ Comparison	Identify the main factors relating to two or more items/situations, explain the similarities and differences, and in some cases say which is best and why.
Competent	Showing the necessary ability, knowledge, or skill to do something successfully.
Complete	Include the required information.

Term	Definition
Comprehensive	The work is well developed and thorough, covering all pertinent aspects/information to evidence understanding in terms of both breadth and depth. All elements are considered in equal depth and breadth.
Confident/ce	Exhibit certainty, having command over information/ argument, etc. Demonstrate secure application of skills or processes.
Consider/ Consideration	Review and respond to given information.
Considered	Reached after, or carried out with, careful thought.
Consistency	Steps in a process followed repeatedly and as intended.
Creative	Using techniques, equipment and processes to express ideas or feelings in new ways.
Demonstrate	Carry out and apply knowledge, understanding and/or skills in a practical situation.
Describe/Description	Set out characteristics. Provide clear information that includes the relevant features, elements or facts.
Detailed	Point-by-point consideration of relevant and accurate features, elements and/or facts supported by examples, showing attention to particulars beyond a simple response.
Developed	Consider and expand on all relevant points in detail.
Dexterity/Dextrous	Perform a difficult action quickly and skilfully with the hands or the ability to think quickly and effectively.
Effective	Applies relevant knowledge and understanding and/or skills appropriately to a task and achieves the desired outcome; successful in producing a desired or intended result.
Excellent	Consistently high standard of skill in completing a practical task.
Extensive	Large in range or scope.
Few	A small number or amount, not many but more than one.
Fully	Completely or entirely; to the fullest extent.
Generally	Appropriate in most cases, with a few exceptions.
Generic	Characteristic of or relating to a class or group of things; not specific.
Good	The work gives information and careful consideration about many/several elements of the context, usually point by point, and lines of reasoning are clear, valid, relevant and logical.
Identify/ing/ Identification	Name or otherwise characterise the main features or purpose of something.

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Term	Definition
Inaccurate	Work produced incompetently, unfit for purpose with error.
Incomplete	Not fully finished, with one or more parts of a task missing.
In-depth	Covering most, or all, important points of a subject.
Insightful	Showing an accurate and deep understanding.
Insufficient/ly	Lacking adequate evidence.
Interpret	State the meaning, purpose or qualities of something using images, words or other expressions.
Investigate	Carry out research or trial activities to increase understanding of the application of information.
Irrelevant	Inapplicable in the argument.
Judgement	An opinion formed by discerning and comparing.
Justify	Give reasons or evidence to support an opinion or prove something right or reasonable.
Largely	Appropriate on the whole or to a great extent.
Limited	The work is narrow in competence, ability, range or scope, including only a part of the information required to evidence partial, rather than full, knowledge, understanding and/or skills and is often tentative in relation to context.
Linkages	Factor/content relates directly to another area of content/factor.
Little	A very small amount of evidence, or low number of examples, compared with what was expected, is included in the work.
Logical/ly	Reasonable and sensible. Methods or processes followed in a way that shows clear, sound reasoning.
Many	A large number of (less than 'most').
Methodically	Tasks carried out in an orderly and logical manner.
Most/ly	Nearly all of the content which is expected has been included.
Narrow	Limited in terms of range. Only considers a few aspects.
Often	Most of the time with a few exceptions.
Partial/ly	To some extent, but not completely. Some key points are included, but others are missing.
Perceptive	Insightful, showing a deep level of understanding.
Persuasive	Influencing through reasoning.

Term	Definition
Pertinent	Considered and thoughtful approach in relation to the task/activity which demonstrates an astute understanding of contributing factors and/or links.
Precision	Use of accuracy and refinement to a method or process.
Professional	According to industry standards.
Range	The evidence presented is sufficiently varied to give confidence that the knowledge and principles are understood in application as well as in fact.
Realistic	Will work in a real setting.
Reasonable	Fair or moderate.
Reasoned/Reasoning	Justified, to understand and to make judgements based on practical facts.
Refine	Improve initial work, taking feedback into account.
Reflect	Think carefully and review information and/or performance – includes articulating ideas, concepts, activities, findings or features.
Relevant	Correctly focused on the activity. Applicable to the situation/context/task.
Review	Consider something formally in order to give an opinion on it based on appropriate evidence or information with the intention of instituting change if necessary.
Secure	Well-practised and confident in ability and skills.
Select	Choose the best or most suitable option related to specific criteria or outcomes.
Sensitivity	Understand and respond to needs and emotions.
Show	Present using practical skills.
Significant	Of a noticeably or measurably large amount or importance.
Simplistic	The work is composed of one part only, without elaboration/examples/details.
Some	A small amount or number of items, several items will be missing, list will be incomplete.
Specific	Relating directly to a particular area or subject.
State	Express something definitely or clearly.
Straightforward	To the point and easy to understand.
Sufficient	Meet the basic needs or requirements of a situation/context but with some limitations.
Suitable	Appropriate for a particular purpose.

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Term	Definition
Summarise	Gather together all of the main aspects of a given situation or experience in a condensed format.
Superficial	Lacking depth of knowledge or understanding. Generic response, with no link to the task context.
Supported	Validated with evidence.
Systematically	Follows a method or procedure accurately, logically and in the correct order of process.
Tentative	Uncertain in approach or connection to the task or context.
Thorough	Comprehensive and extremely attentive to accuracy and detail.
Timely	Methods/techniques used when necessary/appropriate.
Unbalanced	All factors have not been considered in equal detail; some are considered in more detail than others.
Unclear	Not obvious or definite; ambiguous.
Unrealistic	Inappropriate to reality and will not work in a real setting.
Unsupported	Not verified or substantiated with evidence.
Well	To a high standard or degree of completion.
Wide range	Includes many relevant details, examples or contexts, thus avoiding a narrow or superficial approach; a broad approach taken to scope/scale; a comprehensive list of examples given.

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